Note prepared by the Assistant Director of Public Instruction for Muhammadan Education for the information of the Muhammadan Education Committee.

124

LIST OF CONTENTS.

		Page.
Section I.	Introductory	1
Section II.	Primary Education	4
Section III.	Secondary Education	8
Section IV.	Collegiate Education	13
Section V.	Technical Education	14
Section VI.	Special Muhammadan Institutions	15
Section VII.	The Education of Girls	16

Confidential.]

Note prepared by the Assistant Director of Public Instruction for Muhammadan Education for the information of the Muhammadan Education Committee. (1914)

SECTION I.

INTRODUCTORY.

Illiteracy of Muhammadans.

OUT of a total population of 24,237,288 Muhammadans in Bengal, 23,233,503 were returned at the last census as illiterate, that is to say, only 41 out of every 1,000 of the Muhammadans could read and write. Of these 41, only two were literate in English. Amongst the Hindus, 119 out of every 1,000 could read and write, and 18 of these were literate in English.

Literacy in various divisions.

2. The following tables show, division by division, the numbers of Hindu and Muhammadan males and females who are literate and illiterate in English :—

Number per 1,000 literate.

Division.	Hindu.		Muhammadan.	
	Males.	Females.	Males.	Females.
Dacca	238·8	28·5	60·1	1·5
Presidency	249 8	83·5	96·1	3·2
Burdwan	208·4	11·6	150·4	7·0
Chittagong	262·7	20·1	80·3	2·2
Rajshahi	130·5	9·4	76 7	1·7

Number per 1,000 literate in English.

Dacca	36·9	·6	3·7	·03
Presidency	62·5	1·8	7·9	·1
Burdwan	26·5	·6	12·4	·4
Chittagong	30·3	·5	4·6	·04
Rajshahi	15·4	·2	3·4	·02

It will be observed from these figures that in the Dacca, Chittagong and Rajshahi Divisions, where the Muhammadan population is very large, that the number of Muhammadan literate per 1,000 is much smaller than in the Presidency and Burdwan Divisions.

Proportion of Muhammadans declines as the higher stages are approached.

3. The following table shows the percentage of Muhammadans to the total number of pupils in the various stages of instruction :—

Class of Schools.	Percentage of Hindu pupils to the total number of pupils in the higher stage.	Percentage of Muhammadan pupils to the total number of pupils in the higher stage.	Percentage of Hindu pupils to the total number of pupils in the middle stage.	Percentage of Muhammadan pupils to the total number of pupils in the middle stage.	Percentage of Hindu pupils to the total number of pupils in the primary stage.	Percentage of Muhammadan pupils to the total number of pupils in the primary stage.
Boys' secondary schools ...	84·4	14·8	74·03	25·1	64·5	34·1
Girls' secondary schools ...	80·6	·8	63·1	3·2	73·1	3·2
Total secondary schools for boys and girls.	84·4	14 7	73·9	25 0	64·7	33·2
Primary schools for boys	...	...	84·2	15·7	53·2	44·9
Primary schools for girls	...	...	66·6	22·2	56·9	40·4
Total for primary schools for boys and girls.	...	...	71·2	20·5	53·7	44 3
Grand total for secondary and primary schools for boys and girls.	84·4	14·7	73·9	25 0	55 4	42·6

It will be noticed that the percentage of Muhammadans in the higher stage is 14·7 per cent., in the middle stage 25·0, and in the primary stage 42·6 per cent.

Muhammadans do not take their proper part in public affairs.

4. Without quoting more figures it will be obvious that the Muhammadans are very backward in education, and the natural result of this backwardness is that the Muhammadans do not take their proper place in the various activities which make up the public life of the Presidency.

5. This Committee has been called together to advise Government what measures should be taken to improve the position of Muhammadans. The chief problem we have to face is how to reach the 23 million illiterate Muhammadans. The history of the decline of the influence of the Muhammadans shows that it is since Persian was replaced by English and Vernaculars as the languages of the court that Muhammadans have ceased to take their proper share in the official life of the country. Muhammadans feared that the education given in English or the Vernaculars would be antagonistic to the principles of Islam. The enlightened members of the community have, however, now realised that it is not the desire of Government to interfere with the religion of the people. They also see that there is nothing antagonistic to the principles of Islam in an education given through the medium of English and the Vernaculars. It is for these people to remove the prejudice against such education which still exists in many agricultural areas.

Problem to be faced by the committee.

6. To sum up we have—

(1) to provide a system of education which will be acceptable to Muhammadans.

(2) to make sure that this system is thoroughly understood throughout the Province.

So far as I understand, it is the business of this Committee to advise Government with regard to (1), and as regards (2) it will rest with the enlightened members of the community to see that their co-religionists are well informed. In this connexion Government cannot do much more than offer sympathy and encouragement.

7. During the past few years there has been a tendency for Muhammadans to take advantage more and more of the ordinary courses of instruction, and the enrolment of Muhammadans in the various kinds of schools has considerably increased. This increase is undoubtedly due to economic pressure and not to any further appreciation of the benefits of education as provided in Government schools. Wherever private Muhammadan educational enterprise is concerned, it tends to develop purely Islamic institutions. One only needs to tour in the Chittagong Division to realise the truth of the latter statement, and although the various Muhammadan associations often ask Government to increase the facilities for Muhammadan boys in schools run on general lines, they also ask at the same time for special Muhammadan institutions, special text-books, special inspecting officers. This merely means that the community is anxious for a system of education which will enable them to preserve their social and religions independence.

Muhammadan educational enterprise tends to develop Islamic institutions.

8. I would suggest that the following statement expresses the position of the enlightened members of the community with regard to education:—They desire a system of education which will produce members of the community able to recite parts of the *Koran* and also well versed in the rituals of Islam, at the same time with such knowledge of general subjects, including the Vernacular and English, as will enable them to take a prominent part in the public life of their times.

Purpose of education.

9. If funds were unlimited it might be possible for Government to provide separate institutions in which the members of the various religions could be educated. Whether such an arrangement would be beneficial to the members of the various communities is open to doubt, but even if it were, such an arrangement is almost impracticable with the limited funds at the disposal of Government. An educational system must be evolved which is acceptable to all: Muhammadans, Hindus, Christians alike. There are at present in existence certain courses of instruction which are prescribed by Government for schools which accept departmental assistance. There are also certain organisations by means of which Government administers the funds which are available for educational purposes. I would therefore suggest that the committee should carefully examine the organisations and the courses of instruction for various stages of education and see whether any modifications in the present arrangement are necessary, in order to make general institutions more acceptable to Muhammadans than they are at present. For the convenience of the committee, I have described the organisation and curricula for the various stages of instruction separately in the following sections.

Development: separate systems inadvisable.

10. From what I have said above, the committee will gather that I consider it undesirable that there should be a separate system of education for the Muhammadan community, but the fact that a large part of the community still regards general institutions with suspicion, cannot be ignored. It is therefore necessary for Government to aid and in some cases maintain a limited number of special Muhammadan institutions. The Government of Bengal has already indicated its willingness to do this in the recent Resolution about *madrasahs* and by ear-marking certain funds from the Imperial grants for these institutions. The question of *maktabs*, however, has still to be considered, and in the notes that follow a special chapter is devoted to these institutions. At the same time I should like the committee to keep the two parts of the discussion absolutely separate. Let us consider first the case of Muhammadans in general institutions, and then, having formulated definite proposals, we may go on to consider the case of Muhammadans in special Muhammadan institutions.

A few special institutions must be supported.

SECTION II.

Primary Education.

Statistics of primary schools.

11. The following tables show the number of Muhammadan pupils reading in the primary schools in the various divisions of the Presidency :—

Division.	Class of institution.	Number of Muhammadan pupils.
Burdwan Division ...	Lower primary ...	17,677
	Upper primary ...	4,603
	Total ...	22,280
Presidency Division ...	Lower primary ...	60,154
	Upper primary ..	14,149
	Total ...	74,303
Dacca Division ...	Lower primary ...	164,159
	Upper primary ...	14,408
	Total ...	178,567
Rajshahi Division ...	Lower primary ...	110,955
	Upper primary ...	16,378
	Total ...	127,333
Chittagong Division ...	Lower primary ...	110.322
	Upper primary ...	10,183
	Total ...	120,505
Grand total for primary schools ...		522,988

These figures seem to indicate that the ordinary primary schools are not distasteful to Muhammadans.

Inspecting staff.

12. The following table gives particulars of the staff responsible for the inspection of primary schools:—

Division.	Number of Assistant Sub-Inspectors of Schools.		Number of Sub-Inspectors of Schools.		Number of Additional Deputy Inspectors of Schools (Western Bengal) and Subdivisional Deputy Inspectors of Schools (Eastern Bengal).		Number of Deputy Inspectors of Schools (Western Bengal) and District Deputy Inspectors of Schools (Eastern Bengal).	
	Muhammadans.	Total.	Muhammadans.	Total.	Muhammadans.	Total.	Muhammadans.	Total.
Burdwan	...	17	8	73	4	15	1	6
Presidency	3	9	24	47	4	7	2	6
Dacca	...	17	21	52	5	13	1	4
Rajshahi	1	3	13	41	3	6	5	8
Chittagong	...	2	14	34	2	5	1	4
Total ...	4	48	80	247	18	46	10	28

Organisation.

13. District Boards are primarily responsible for the maintenance of primary schools under public management in a district; they are also responsible for making grants-in-aid to primary schools, whether under public or private management. District Boards responsible for primary education.

14. The District Fund from which the expenditure is met consists of the balance of the District Road Fund after payment of certain expenses; all receipts in respect of public ferries; all receipts in respect of any schools, hospitals, or other buildings, institutions or works which may have been constructed by, vested in, or placed under the control of a District Board; all receipts from tolls; receipts under the Cattle trespass Act, sums levied within the district as fines, penalties or otherwise under the Local Self-Government Act; sums raised on loan by the District Board; sums contributed to the District Board by local bodies or private persons and sums allotted to the District Board by the Local Government from Provincial Revenues or special Imperial subventions. District Fund.

15. There is no rule specifying that a fixed proportion of the District Fund should be devoted to education. It has, however, been ordered that the amount spent by a District Board on education should not be less than the grants made to it by the Local Government. During the year 1912-13 more that 25 per cent. of the whole expenditure by District Boards was for education. The expenditure on primary education formed nearly 60 per cent. of the total amount spent on education, ranging from 37 per cent. in the Burdwan Division to 73·1 per cent. in the Dacca Division. Amount spent by District Board on education.

16. Each District Board has an Education Committee consisting of— Education Committee.

(*a*) The Deputy Inspector of Schools.
(*b*) Three members of the District Board.
(*c*) Not more than three residents of the district, not being members of the District Board.

This committee directly controls the affairs of schools maintained by the District Board. In the case of private schools grants-in aid are paid by the District Board on the recommendations of the Deputy Inspector of Schools. The Deputy Inspector is assisted in his work by Sub-Inspectors.

17. I have given above an outline of the administration of primary education. The committee should consider whether any modifications are necessary to ensure that the interests of Muhammadans are fully represented. I can only make one suggestion, that is, that a definite number of the members of the Education Committee in Muhammadan districts should be Muhammadan (if qualified Muhammadans are available). The inspecting officers are taken from the general staff, and under recent orders of Government efforts are made to bring the number of Muhammadans on this staff to a specified minimum. In this connection I would like to bring to the notice of the committee that qualified Muhammadans are unwilling to accept posts in the lower grades of the Education Department and work their way up to the top. A Muhammadan with certain academical qualifications expects to be at once posted over the heads of a large number of officials of equal and often superior qualifications combined with years of experience. If Muhammadans are to get a fair share of public appointments they will have to begin by getting hold of a fair share of the lower appointments. The proportion in the higher grades will then adjust itself naturally. The table in paragraph 12 shows the number of Muhammadan inspecting officers who are concerned with primary education. Is any modification necessary from the point of view of Muhammadans?

Curriculum.

18. There are at present in operation two separate and distinct curricula in East and West Bengal. The unification of these curricula is at present occupying the attention of the Director of Public Instruction. Before a final curriculum for the Presidency is decided upon, the whole matter will be referred to a committee on which the Muhammadan community will be Two curricula in force in Presidency.

represented. Probably the committee can suggest to us the names of Muhammadan gentlemen who should be put on the committee which is appointed to consider the question of the curriculum for primary schools.

General curriculum cannot provide for purely Islamic subjects.

19. The curriculum drawn up for primary schools will be a general curriculum designed to afford such an education as is required by the ordinary citizen in this Presidency to fit him to take an intelligent interest in the affairs which are going on round about him. Such a curriculum will prescribe courses of instruction from year to year. These courses will necessarily try the capacity of the pupils to the utmost, and it would appear that no specifically Islamic studies can be included in such a curriculum. At the same time we want to make the schools in which this curriculum is taught acceptable to Muhammadan parents. How is this to be done? It has often been suggested that in order to make primary schools acceptable to Muhammadans provision should be made—

(1) for the teaching of the *Koran* and ritual of Islam;
(2) for the teaching of Urdu.

Provision for instruction in the *Koran* and rituals of Islam.

20. We all admit the advisability of the first of these suggestions from the point of view of Muhammadan parents. The only difficulty is to see where we can introduce it into ordinary primary schools. The course is already overburdened and yet there is no subject included which Muhammadan boys can afford to ignore. It therefore appears that the only possible way in which we can provide for the teaching of the *Koran* and ritual of Islam in the primary schools, is to open the school for half an hour before the beginning of the ordinary school day and allow Muhammadans boys to come at this time and receive instruction from the *Maulvi* serving in one of the local *mosques*. The pay required by the *Maulvi* for this service would not be very great, and might be met either by local subscriptions from the community or by charging the children a small fee. The committee should consider this question very carefully and make a definite recommendation.

Teaching of Urdu in primary schools.

21. Now let us turn to the teaching of Urdu in primary schools. This question is a large one and concerns other Governments besides the Government of Bengal. There used to be an idea at the back of the minds of Muhammadans that Urdu was the mother-tongue of them all; and consequently they demanded that their children should be educated through the medium of this language. We now, however, recognise that in Bengal the mother-tongue of the majority of the Muhammadans is Bengali, and therefore the question of Urdu as a medium of instruction in primary schools does not arise. We have only to consider whether it is advisable to teach Urdu as a second language in all primary schools of Bengal. The members of the committee are undoubtedly aware of the difficulty of getting children through the ordinary lower primary course. It taxes the capacity of the children to the utmost. If besides their ordinary subjects Muhammadan children are to learn Urdu, it means that the burden imposed on them will handicap them throughout their school career. Again, apart from all other considerations, there is no supply of teachers whose knowledge of Urdu is good enough to enable them to teach even primary school boys. The experiment has been tried in Eastern Bengal and Assam, but the Inspectors report that although strenuous efforts were made to introduce Urdu in selected schools and much money was spent the experiment failed, the probable reasons being that the teachers were inefficient and that there was little real demand for instruction in Urdu. The committee should carefully consider this question.

Text-books.

22. The lists of text-books for use in Eastern Bengal and Western Bengal for the year 1915-16 were published (1) for Eastern Bengal in the *Calcutta Gazette* dated the 15th July 1914, Part IC, pages 753-757; (2) for Western Bengal in the *Calcutta Gazette* dated the 29th October 1913, Part IC, pages 947-951, and the *Calcutta Gazette* dated the 23rd September 1914, Part IC, pages 909-914. If any member of the committee considers any of the prescribed books to

contain anything which is objectionable to the Muhammadan community, he should bring the matter to the notice of the Director of Public Instruction.

New Text-book Committee

23. The question of the Text-book Committee is one which is at present under the consideration of the Director of Public Instruction. At present there are two Text-books Committees—one in Eastern Bengal and one in Western Bengal. It is proposed to have one Text-book Committee for the whole Province, the members of which will be appointed rather differently from the members of the old committee, and on this new committee Muhammadans will be fully represented.

Scholarships in Primary Schools.

24. The following scholarships are at present open for competition amongst boys of primary schools in the Presidency of Bengal :—

Division.	Class of institution.	Scholarships.	
		Total.	Reserved for Muhammadans.
Burdwan ...	Lower primary ...	189 of Rs. 2 each for two years.	1 of Rs. 2.
	Upper primary ...	47 of Rs. 3 each for two years.	.....
Presidency ...	Lower primary ...	130 of Rs. 2 each for two years.	4 of Rs. 2 each.
	Upper primary ...	31 of Rs 3 each for two years.	.....
Dacca	Lower primary ...	146 of Rs. 2 each for two years.	.....
	Upper primary ...	44 of Rs. 3 each for two years.	11 of Rs. 3 each.
Rajshahi ...	Lower primary ...	133 of Rs. 2 each for two years.	.....
	Upper primary ...	47 of Rs 3 each for two years.	8 of Rs. 3 each.
Chittagong ...	Lower primary ...	86 of Rs. 2 each for two years.	2 „ „ 2 each.
	Upper primary ...	29 of Rs. 3 each for two years.	5 „ „ 3 each.
	Grand Total ...	684 of Rs. 2 each ...	7 of Rs. 2 each.
		198 of Rs 3 each ...	24 „ „ 3 each.

As Muhammadans in primary schools have equal chances with other children, it does not seem to be necessary to reserve more scholarships for Muhammadans in the primary stage.

SECTION III.

Secondary Education.

25. This includes the education of boys in high and middle schools. A reference to the table on page 2, paragraph 3, shows that there is a very marked decrease in the number of Muhammadan pupils as we go from the lower to the higher grades of education. This is probably due to the fact that that section of the community which takes kindly to higher education is very poor, and often the educational career of a Muhammadan boy is terminated for want of funds before he has completed even the high school course. It is difficult to see why secondary education does not appeal to those members of the community who can afford to pay for it. This question should engage the special attention of the committee.

Organisation.

26. District Boards are responsible for the maintenance of middle schools under public management and also for making grants in-aid to such schools whether under public or private management. Under certain conditions District Boards may be entrusted with the management of high schools, but, speaking generally, high schools are maintained or aided directly from Provincial revenues

27. I have already pointed out that each District Board has an Education Committee which controls all its educational affairs, and I have asked the committee to consider whether any modification in the constitution of this committee is necessary to ensure that the interests of Muhammadans are fully represented.

Managing committees of high schools.

28. Passing on to high schools we find that high schools are under the control of managing committees. The constitution of these committees is given below :—

1. *Collegiate Schools.*—In Western Bengal a Government collegiate school is under the management of a committee consisting of—

(1) The Commissioner of the Division (President).
(2) The Principal or Lady Principal of the College (Vice-President).
(3) The Divisional Inspector of Schools.
(4) The Head Master or Head Mistress of the school (Secretary).

2. *High Schools.*—In Western Bengal a Government zilla or high school is under the management of—

(1) The Magistrate of the District (President).
(2) The Divisional Inspector of Schools (Vice-President).
(3) The Assistant Inspector of Schools.
(4) The Head Master or Head Mistress (Secretary).

In Eastern Bengal the managing committee for a zilla or high school consists of—

(1) The Magistrate of the District (President). When there are two schools at the district head-quarters, the President of the second school shall be a civil officer recommended by the Commissioner and approved by the Government. In the case of a Government high school at the head-quarters of a subdivision, the President shall be the Subdivisional Officer.
(2) The Inspector of Schools (Vice-President).
(3) The Assistant Inspector of Schools.
(4) The Head Master (Secretary).
(5) A civil officer recommended by the Commissioner and approved by Government, who shall preside in the absence of the President.
(6) A teacher of the school elected by the members of the teaching staff.

With regard to *aided schools* in Western Bengal, the local management is in the hands of a committee of management, the members of which are so selected as to represent all classes of the community—legal, commercial, trading,

industrial and agricultural. Appointments to a committee of management are made with the approval of—

(*a*) The District Officer in consultation with the Inspector of Schools' in the case of a school aided by Government.

(*b*) The Chairman of the District Board or Municipal Committee, in the case of a school aided by a District Board or Municipal Committee.

The maximum number of members of the committee is 10 and the minimum 6. In Eastern Bengal the rules for the constitution of the managing committees of aided schools are practically the same. Various Muhammadan associations often represent to Government that Muhammadans are not fully represented on the managing committees of high schools. It is for the advisory committee to consider whether any modification of the above rules can be made so as to secure a better representation for Muhammadans on these committees.

Inspecting staff.

29. The Inspecting staff is a part of the general educational staff, Inspectors and Additional Inspectors being responsible for the inspection of high schools. These officers are usually senior officers. The statement below shows the total number of these officers and the number of Muhammadans.

Name of Division.	Number of Inspectors.		Number of Additional Inspectors.		Number of Assistant Inspectors.		Special Assistant Inspector of Muhammadan Education.
	Total No.	Muhammadan.	Total No.	Muhammadan.	Total No.	Muhammadan.	
Burdwan ...	1	...	2	...	3	1	1
Presidency ...	1	...	3	2	3	1	1
Dacca ...	1	...	2	...	3	2	1
Rajshahi ...	1	...	..	...	2	1	1
Chittagong ...	1	...	1	1	2	1	1

Muhammadan teachers.

30. There is a great demand for Muhammadan teachers in high schools in Bengal, and Government realises the importance of having a strong staff of Muhammadan teachers in schools which are largely attended by Muhammadan boys. Unfortunately, qualified Muhammadan teachers are not available on the salaries which are at present paid to the school teachers. So long as qualified Muhammadans refuse to work in schools on the salaries which are attached to certain posts; it will be impossible for Government to increase the number of Muhammadan teachers.

Curriculum.

31. There is no fixed curriculum in high schools in Western Bengal. The course of each high school is so arranged that the top class prepares for the Matriculation Examination. In Eastern Bengal there is a fixed curriculum in which general subjects are prescribed for each year of the course. A careful examination of this curriculum will show that the course is very heavy; it will also be obvious that very little modification is possible. The only specifically Muhammadan provision in the curriculum is for classical languages and Urdu. The hours to be devoted to these subjects are shown below:—

Class.	Subject.		Hours weekly.
V	Urdu ...	...	1
VI	Do. ...	...	1
VII	Persian or Arabic	...	2
VIII	Ditto	...	3
IX	Ditto	...	4
X	Ditto	...	4
	Total	...	15

Classical language.

32. The classical language is a great obstacle to the Muhammadan boys at the Matriculation Examination. There are two chief reasons for this :—

(1) The *maulvis* are educated in *madrasahs* and are unused to high school methods; not infrequently they are practically ignorant of English.

(2) The classical languages are altogether strange to them, having no relation to their vernacular. It is therefore necessary for boys taking up Arabic or Persian to devote more time to the study of these languages than the other boys devote to the study of Sanskrit.

The following scheme for allowing more time for Arabic and Persian may be considered :—

Class.	Subject.		Time allowed.
V	Urdu	...	3 hours.
VI	Do.	...	3 ,,
VII	Arabic	...	4 ,,
VIII	Do.	...	4 ,,
IX	Do.	...	4 ,,
X	Do.	...	4 ,,

The extra time devoted to Urdu in classes V and VI could be found by taking one hour from vernacular and excluding drawing.* In class VII one hour could be taken from drawing* and one from English writing. In class VIII the extra hour must be taken from drawing.* In classes IX and X no change is proposed.

Arabic, the classical language for Muhammadans.

33. It will be noted above that I have put Arabic as the classical language. Persian is at present much more popular in high schools than Arabic. Arabic, however, is the language of Islam and therefore Muhammadan boys should be encouraged to study it. I have no suggestion to make on this point.

Medium of instruction for classical language.

34. Again, the medium of instruction for Arabic should be English or the vernacular, not Urdu, a language with which the boys are not familiar.†

35. We should also try to get a Muhammadan graduate with a knowledge of Arabic or Persian in every school where these languages are read, so that he could supervise the work of the *maulvi*.

Religious instruction.

36. Muhammadan boys could be assembled half an hour before the beginning of the first school period to receive instruction from a *maulvi* specially appointed for the purpose.

Scholarships.

37. The demand for scholarships for Muhammadan boys who are attending high schools is great. The provision of scholarships is, however, fairly liberal.

Free studentships in Western Bengal.

(1) Muhammadans may be granted free-studentships up to a limit of 8 per cent calculated on the total number of Muhammadan students in the school. The total number of free-studentships in a school must, however, not exceed 5 per cent. of the total strength of the school. Scholarship-holders and time-expired scholars are omitted for the purposes of calculation of free-studentships. In Eastern Bengal, 13 per cent. of the enrolment of the school is allowed to read free—5 per cent. Hindu and 8 per cent. Muhammadan. Scholarship-holders and time expired scholars are omitted for the calculation of free-studentships. Can the committee suggest any modification of these rules?

Short-fee payments from Mohsin Fund.

(2) The amount of the Mohsin Fund is strictly limited. A scheme to support *madrasahs* from Provincial revenues and to utilise the money thus set free from the Mohsin Fund for increasing the amount of the money available for short-fee payments is now before Government.

(3) There are also the following Government scholarships:—

Class of scholarship.		Total No.	Specially for Muhammadans.
Primary	...	882 of Rs. 2 and 3 each for two years.	31
Middle Vernacular (Eastern Bengal)	...	66 of Rs. 4 each for three years.	20
Middle English (Eastern Bengal)	...	48 of Rs. 4 each for three years.	17
Middle Scholarship (Western Bengal)	...	87 of Rs. 4 each for three years.	19

* Yes, but see the remarks made under Section V.—Technical Education. If only drawing were properly taught, I should be very sorry to see the time given to it curtailed.—W. W. H.

† The medium for instruction in Arabic in the top four classes of a high school must be English, for the course includes translation from Arabic into English and *vice versa*.—W. W. H.

The provision of scholarships seems to be fairly liberal and should be sufficient to enable boys who are capable but poor to continue their education up to the Matriculation standard. I have no suggestion to put before the committee.

38. Government has always shown its readiness, subject to the presence of funds in its budget, to assist in the erecting of hostels where necessary. In these hostels religious instruction may be given by the hostel superintedents or other suitable *maulvi*. The following schemes for hostels for Muhammadans have been considered :— Hostels.

1911-12.

	Rs.
Sonatola High English School, district Bogra	12,000
Barisal Bell Islamia Hostel	11,777
Jhalakati Hostel—Muhammadan and Namasudra ...	5,000
Rangpur Muhammadan hostel	1,000
Thakurgaon Muhammadan hostel	2,000
Hooghly College (Muhammadan hostel)	28,487
Jessore Muhammadan hostel	37,860
Magura High English School	700
Bangaon High English School	2,000
Jangipur High English School	1,765
Total ...	1,02,589

1912-13.

Barisal Bell Islamia	4,600
Chittagong Central Muhammadan hostel	39,092
Mymensingh Zilla School Muhammadan Hostel ...	10,000
Noakhali Zilla School	10,000
Pabna Zilla School	17,200
Cox's Bazar	10,947
Perozpur hostel	11,000
Tangail Muhammadan hostel	10,626
Bogra Muhammadan hostel	13,800
Munshiganj Muhammadan hostel	5,300
Orakandi Muhammadan hostel	5,000
Ananda Mohan College, Mymensingh	6,000
Meherpur High English School	4,667
Rampur Hât High English School	10,000
Barirhat High English School	5,667
Khulna Zilla School	5,500
Baker Muhammadan hostel	91,000
Total ...	2,60,399

1913-14.

Manikganj Muhammadan hostel	1,506
Bhola Muhammadan hostel	17,804
Sitapur Madrasah	1,442
Malda hostel	5,000
Balurhat Muhammadan hostel	10,000
Taki Muhammadan hostel	10,000
Bell Islamia hostel, Barisal	1,150
Burdwan Muhammadan hostel	30,000
Uluberia Muhammadan hostel	7,482
Naogoan Muhammadan hostel	10,090
Total ...	94,474

39. Boys coming up from middle schools to high schools will be handicapped without Urdu, and I would therefore suggest that there should be a *maulvi* in every middle school to teach Urdu to Muhammadan boys from class Teaching of Urdu in secondary schools.

V. Similarly in high schools Urdu should be taught from class V upwards. The great difficulty in Urdu teaching in Bengal is the supply of teachers. The Urdu taught in secondary schools ought to be good, and I should therefore like the committee to consider the question of the supply of *maulvis* for the teaching of Urdu, Persian and Arabic. As an experimental measure I would suggest that a training class for *maulvis* should be started in connection with one of the secondary training colleges. The class will be put under the superintendence of an up-country man whose vernacular is Urdu with a knowledge of English, Arabic and Persian. The *maulvis* will be instructed in the method of teaching foreign languages and will also be taught how to speak Urdu, Persian and Arabic properly. This is an important question and deserves the careful consideration of the committee.

Training of *maulvis*.

SECTION IV.

COLLEGIATE EDUCATION.

40. In the year 1913-14, there were 34 Arts Colleges in Bengal. Out of a total of 14,746 students studying in these colleges, 1,154 were Muhammadans. (Professional colleges will be considered under technical education.) Obviously Muhammadans do not take advantage of the facilities offered for collegiate education. Statistics.

41. The courses open to Muhammadans in these colleges are the Arts and Science courses of the Calcutta University. The only specially Islamic subjects studied in these colleges are Arabic and Persian. The Presidency, the Dacca and the Chittagong Colleges are affiliated up to the Honours in the B.A. standard in both Arabic and Persian. The Rajshahi College is affiliated up to the Pass B A. standard in both Arabic and Persian, whilst the Hooghly College, the City College, the Ripon College, the Brajamohan Institution, the Jagannath College and the Wesleyan College, Bankura, are affiliated up to the Pass B.A. standard in Persian. We thus see that Persian has practically a monopoly in the colleges which are affiliated to the University. Affiliation of colleges.

42. In Government colleges where the enrolment justifies it, Government is prepared to go up for affiliation in either Arabic or Persian, or both, and to appoint the necessary professors.

43. The courses prescribed by the University are not drawn up by Government and it does not appear that they need be considered by this committee.

44. The following statement shows the number of scholarships which are available for Muhammadan students in Arts Colleges. I make no comment on these lists :— Scholarships.

Junior scholarships—

(a) Four special scholarships of the value of Rs. 7 each for the Muhammadans of the Presidency and Burdwan Divisions.

(b) Twenty special scholarships of the value of Rs. 10 each for the Muhammadans of the Dacca, Chittagong and Rajshahi Divisions.

Senior scholarships—

Presidency	...	...	...	3 of Rs. 10 each.
Burdwan	...	...	...	2 „ „ 7 „
Dacca	...	...	...	6 „ „ 10 „
Chittagong	...	...	...	6 „ „ 15 „
Rajshahi	...	...	...	

SECTION V.

Technical Education.

Statistics.

45. In Professional Colleges out of a total of 811 students studying Medicine on the 31st March 1914, only 11 were Muhammadans; out of 320 students studying Engineering on the 31st March 1914, only 7 were Muhammadans. The case is not much better when we come to consider the number of Muhammadans in the Technical and Industrial schools. The following statement, though not complete, will give a fair idea of the relative numbers of Muhammadans in Technical and Industrial schools:—

Institutions.	Muhammadans.	Other religions.
Sibpur	...	307
Dacca	16	210
Comilla	2	27
Pabna	11	71
Mymensingh ...	12	9
Bogra	17	9
Rajshahi Diamond Jubilee	5	29
Rangpur	33	78
Burdwan	...	22
Total ...	96	762

No intrinsic obstacle in the way of Muhammadans.

46. If Muhammadans wish to have a share in the openings to which technical and industrial education lead, they must of course take advantage of existing opportunities for obtaining such education. It is evident from the above list that there is in general no intrinsic obstacle in their way, for their numbers at some schools are considerable. In the lower ranks of engineering it is well known that Muhammadans are widely employed as engine tindals and otherwise, showing that they have some mechanical aptitude.

47. I suggest the following reasons to account for the comparative scarcity of Muhammadans in technical schools for the consideration of the committee:—

Reasons for scarcity of Muhammadans in technical schools.

(1) Absence of engineering aptitude and inclination, or fear of arduous work.

(2) The unsuitability of the ordinary school education, *e.g.*, excessive time spent on the study of dead languages and on religious subjects, absence of drawing and manual training from the curriculum.

(3) Lack of interest in engineering on the part of parents or excessive caution as to having their sons trained in a line about which they feel ignorant or uncertain in regard to prospects.

(4) The slight class prejudice against engineering pursuits as being associated in idea with manual work.

48. These are a few difficulties which suggest themselves. It rests with the committee to say whether industrial and technical education would really benefit the Muhammadans, and if so, to say why they do not take advantage of the facilities already provided.

SECTION VI.

Special Muhammadan Institutions.

49. It was pointed out in the introductory chapter that a limited system of special institutions for Muhammadans was necessary. Such institutions known as *maktabs* and *madrasahs* already exist in the Presidency.

50. A separate note on these institutions has already been circulated to the members of the committee. The points for consideration are the suggestions on page 12 of this note. *Maktab's.*

51. In the Resolution of the Government of Bengal No. 450 T.—G., dated Dacca, the 31st July 1914, the Government of Bengal adopted and published a scheme for the reform of *madrasahs* in accordance with the recommendations of the Dacca University Committee. One difficulty, however, suggests itself in the introduction of the courses of the *madrasahs* in Bengal, viz., the supply of teachers. I have suggested in the chapter on secondary education that special training classes attached to one of the secondary training colleges should be opened for *maulvis* in secondary schools. I would also extend the privileges of this class to *maulvis* from *madrasahs*. An alternative suggestion is that the training class for *maulvis* should be attached to the new *Muhammadan* college which is to be established in connexion with the Dacca University. The committee might consider these two suggestions. *Madrasahs.* Training of *maulvis.*

52. In the Government Resolution referred to above it is stated that, "it has been decided that the reformed course as described above shall not be adopted in the Calcutta *Madrasah*. A separate and independent scheme for the improvement of this institution is being developed, and it is hoped that under this scheme the reputation of this historical institution will be maintained and that it will produce scholars whose profound learning and high character will command the respect not only of their community but also of the public generally." The present curriculum of the Calcutta *Madrasah* has received adverse criticisms during the last few years, and several proposals have been put forward for the reform of the courses, the most notable of these being the proposals of the present Head *Maulvi* of the *Madrasah*. In April last, the Hon'ble Nawab Saiyid Shams ul-Huda took advantage of the fact that several distinguished scholars from the Deoband *Madrasah* were passing through Calcutta to place before them the Head *Maulvi's* scheme. These distinguished scholars carefully considered the scheme, and whilst recognising that it had many good points, they were of opinion that it would be found impracticable to carry out the scheme. The question of the next step which should be taken is now before Government. Calcutta *Madrasah.*

SECTION VII.

The Education of Girls.

Measure of literacy.

53. Out of 11,860,013 Muhammadan females in Bengal, 27,525 are literate and 855 are literate in English. The corresponding figures for Hindu females are—out of a total of 10,097,162, 197,222 are literate and 8,087 are literate in English. The education of girls is in its infancy, but it is obvious that Muhammadans are already falling behind.

54. The following table gives the number of girls under instruction in the various stages :—

Class of institution.		Number of Girls. Total.	Muhammadans.
High Schools	...	2,181	53
Middle English	...	1,361	67
Middle Vernacular	...	3,711	106
Primary ...	...	163,934	66,277
Total	...	171,187	66,503

I do not think that any comment on the figures is necessary.

One system for all.

55. I have pointed out repeatedly in the previous chapters of this note that if Government has to provide separate institutions for the members of the various communities, the rate of progress is bound to be very slow. It will be very much better if Government can establish a system of education designed for all, irrespective of creed. If after this system has been designed it fails to satisfy the requirements of any particular community, we must see where it fails and try to remedy the defects. Generally speaking, the courses of instruction which are beneficial for one Bengali girl must be beneficial for all; owing to differences in social customs, perhaps some slight modification of the general system will be necessary for Muhammadan girls.* It is for the committee to consider the present system and advise us where it fails to meet the requirements of Muhammadan girls and to suggest how these difficulties may be remedied.

Allotment for special Muhammadan girls' schools.

56. Many people are still very suspicious of any general system of education. It will therefore be necessary to establish a very limited number of special schools for Muhammadan girls, and Government has already recognised this by setting apart from the Imperial recurring grant for female education, Rs. 45,880 for special Muhammadan girls' schools. The position of the Government of Bengal with regard to female education in the Presidency is to be found in the recommendations of the last meeting of the Female Education Committee. A summary of the recommendations of the committee is given below :—

PRIMARY EDUCATION.

The Conference recommend that three main types of girls' schools should be maintained :—

(a) Urban schools, | (b) Board schools, | (c) Aided schools.

Urban Schools.

Government should maintain in each subdivision, ordinarily at its headquarters, a school of the urban type recommended by the Eastern Bengal and Assam Female Education Committee. Existing schools should, where practicable, be utilised for conversion into urban schools. If an equally good and suitable school already exists at any subdivisional headquarters an urban school should not be established there. The system may be gradually extended and a list should be made of towns, in addition to subdivisional headquarters, in which urban schools are required.

* In connexion with this statement it must be remembered that Government has recently appointed a committee to consider and advise on the educational needs of orthodox Hindu girls.—W. W. H., 18-10-1914.

The experience of the past few years tends to show that for the comparatively small number of urban schools that will be brought into existence for some years to come married couples or women teachers can be secured. For such schools the rates proposed by the E. B. and A. F. E C. for urban schools staffed with mistresses may be retained, namely—

				Rs.
1st teacher	...	...	...	30
2nd "	...	...	...	20
Contingencies	...	...	...	10
		Total	...	60

For these rates trained teachers should be obtained, or if they are not trained they should agree to go to a training school if called upon to do so and they should be liable to be replaced by trained teachers. If the number of pupils exceeds 60, a third teacher should be appointed on Rs. 20 or Rs. 15 according as she is or is not trained. If two young women are appointed to a school, an elderly relative should accompany them; it is stated that this is not difficult to arrange.

The locality of the urban school should be very carefully selected and quarters for teachers should always be provided.

Urban schools should be under Government management. Neither local subscriptions, nor a municipal grant, nor the provision of a building should be made a condition for establishing an urban school in any town selected for the purpose The committee were of opinion that small fees should be charged in urban schools, not because such fees are likely to become an important source of income, but because of the good effect that the levy of fees has on the school itself. Liberal remissions should be granted in the case of poor parents and also as a reward for regular attendance.

Board Schools.

The Committee recommended the adoption of the general principle that a Board school for girls should be constituted in every *panchayati* union. In the first instance one union should be selected in each thana, then a second, and so on, until the scheme is complete Great importance attaches to working the system on a regular geographical plan. The schools should be under Board management. Government should provide the school houses, endeavour being made to obtain free sites, and the help of the villagers being enlisted for building on the system employed in W. Bengal for the cheaper type of primary school houses. In fixing the size of buildings 10 square feet should be allowed for each pupil and a fair margin for expansion. The pay of the pandit (trained) should be Rs. 12, with an allowance of Rs. 3 for contingencies, as proposed by the E. B. and A. F. E. C., and if the number of pupils exceed 30, a second teacher should be appointed on Rs. 8 The Committee were generally, but not unanimously, of the opinion that fees should not be charged in Board schools for girls.

Aided Schools.

The number of privately managed primary girls' schools diminished in W. Bengal during the five years ending 1912 and the number of girls in such schools increased only to a small extent. In E. Bengal the increase in the number both of schools and girls was very large. This contrast is believed to be partly due to the requirement in W. Bengal of a comparatively high standard as a condition for a grant-in-aid. The Committee consider that the W. Bengal requirements in this respect should be relaxed and that a larger number of schools should be aided. In distributing grants-in-aid careful attention should be paid to geographical distribution. Maps should be made showing the requirements of and the facilities existing in each thana, and an endeavour should be made gradually to work up to a sufficient and well distributed equipment of girls' schools. The system for awarding grants should be the same as that recommended to the Government in the recent note on the primary education of boys.

Co-education.

During the five years ending 1912 the number of girls reading in boys' schools increased very considerably in W. Bengal and to a much smaller extent in E. Bengal. This is probably in part due to the fact that special capitation grants may be given for girls in any aided school in W. Bengal, whilst in E. Bengal this system is confined to Board schools. The committee are opposed in principle to the system of co-education as applied to Bengal and

would accept it only as a temporary expedient. They do not suggest that the W. Bengal system should at the present time be narrowed, but they do not recommend its extension to E. Bengal.

The special problems connected with primary girls' schools in Calcutta and Dacca were left for further discussion.

SECONDARY EDUCATION.

Middle Schools.

The Committee examined the equipment of middle schools in E and in W Bengal; in W. Bengal the middle schools (outside Calcutta) are, with few exceptions, missionary institutions, whilst in E. Bengal they are in general either under Government management or are privately managed institutions aided by Government.

The Committee reaffirm the recommendation of the E B. and A. F. E C. that a secondary school should be maintained at the headquarters of each district. Where there are no high schools, these schools will be of the middle grade, and they may be termed Sadar schools. There are at present no secondary schools at Murshidabad, Jessore, Burdwan, Hooghly, Rajshahi, Rangpur and Malda, and, if possible, schools should be established in these places. In establishing new middle schools the procedure should ordinarily be to improve existing primary schools by the grant-in-aid system so as to bring them up to the middle standard. Sadar schools should be placed under regular committees of management, on which ladies should be represented. The Sadar school may be either middle vernacular or middle English according to local requirements. It is said that there is a considerable demand at Bogra for a middle English school. This question should be duly investigated.

The Committee laid down the following standard scale of staff for middle vernacular and middle English schools staffed by mistresses:—

Middle Vernacular.	Middle English.
Rs.	Rs.
(1) 50	60—75
(2) 30	45
(3) 30	40
(4) 25	30
(5) 25	25
(6) 25	25
(7) ...	25

This scale is based on the recommendations of the F. E. C., E B. and A.

Quarters for mistresses should be attached to Sadar schools, but boarding arrangements for students will not ordinarily be necessary. Fees should be charged in all Sadar schools at a somewhat higher rate than in primary schools, liberal remissions being allowed.

The Inspectress of Schools brought to the notice of the Committee the great need which there is for improvement in the middle schools in Calcutta, and the Committee consider that this matter should receive careful attention.

High Schools.

There are ten high schools for girls in Calcutta, including Government, mission and privately managed aided schools

As regards the mufassal, the Committee recommend that a high school should be established at Comilla, where there is a very strong middle school and a demand for English education. A suggestion has been made, and should be duly considered, that the flourishing Brahmo school of Contai, in the Midnapur district, should be converted into a high school. The Department should also consider the question of establishing a high school for girls in the Burdwan Division.

Convenience of Pupils.

The Committee laid great stress on the importance of this difficult question. It is said that if the provision for conveyance were enlarged, the number of students in secondary schools would be very largely increased and would, in the case of some important schools, be even doubled. The Committee therefore consider that Government should, in estimating the support to be given to secondary schools, regard the conveyance of girls as an integral feature of such schools. The Committee were unable to make any fresh recommendations

for dealing with the question. They consider that a minimum fee of annas 8 should be charged in all cases, and some members expressed the view that in some schools this amount might be considerably increased. School authorities should make every effort to obtain private subscriptions towards the cost of school conveyance. In general, girls who have not passed the third standard, should not be allowed to use the school conveyance.

CURRICULUM.

The Committee made the following three general recommendations:—

(*a*) The curriculum for vernacular schools should be separate from that for English schools.

(*b*) The curriculum for boys' schools should be separate from that for girls' schools, except in the Kindergarten.

(*c*) The system in W. and E. Bengal should be co-ordinated. They need not, however, be identical in all details, and in especial some latitude should be allowed in the choice of text-books suitable for different parts of the country.

The Committee recommend that a special committee should be appointed by the Government to frame curricula for girls' schools suitable for the whole Province.

The new curriculum prescribed for girls in E. B and A. was introduced with effect from the 1st January 1913, and the Committee were informed that great progress has not as yet been made. The orders should therefore at once be cancelled, because it will create very great difficulty and confusion if a new curriculum is now started only to be modified after a short time.

TRAINING OF TEACHERS.

In W. Bengal a number of mission schools and classes train teachers who are mainly intended for employment in mission schools. There is also a small Government school in Calcutta under the Principalship of Mrs. Mitra, in which Hindu widows are trained as vernacular teachers. Proposals have also been made to Government for establishing training classes for English secondary teachers in Calcutta In E. Bengal classes are attached to the Eden High School for English and vernacular teachers.

The Committee recommend that a general college and school for female teachers should be established in Calcutta. It should be mainly a day school, but should have some boarding accommodation. The school should comprise the following classes:—

I.—English Department, to train for—

(*a*) B. T. Examination,
(*b*) L. T. Examination, and
(*c*) a special certificate to be given to students who after matriculation study for two years in the college.

II.—Vernacular Department, also with three sections—

(*a*) senior section,
(*b*) junior section, and
(*c*) widows' section.

Section (*c*) under the second head will correspond to Mrs. Mitra's widows' school. It will be for consideration whether or not it should be kept separate from the rest of the institution. In any event its *purdah* characteristics must be strictly observed.

ZANANA TEACHING.

The system of zanana instruction differs in W. and E Bengal. In W. Bengal, the system of small gatherings in private houses has not proved a success, and a house-to-house visitation scheme is in force. Four Muhammadan teachers visit various houses in Calcutta, and 14 teachers have been established for house-to-house teaching at various places in the mufassal. The appointment of an Assistant Inspectress for zanana teaching has been proposed by the Director of Public Instruction. The Committee hope that this appointment would result in a further spread of zanana instruction. Various missionary societies employ visiting governesses on apparently the same lines as the Government system A private association, the Bharat Stri Mahamandal, similarly employs a number of governesses in Calcutta to visit about 180 houses. Fees are charged, varying from Rs. 2 to Rs. 50 according to the nature of the education given. A member of the Committee, who is also a member of this association, will consider during the year whether its activities could be extended with Government assistance. The Hon'ble Nawab Saiyid Nawabali Chaudhuri suggested that the central gathering system would probably prove suitable for Muhammadans in Calcutta, and the Inspectress of Schools promised to consider this question.

In E. Bengal the central gathering system, followed in accordance with the recommendations of the E. B. and A. F. E. C. has met with a certain measure of success. Proposals have been made to the Government for establishing new centres at Faridpur and Mymensingh, and the Committee trust that the scheme will be steadily developed.

The committee will be able to say whether the schools of the type mentioned in the above summary will be as acceptable to Muhammadan girls as to Hindu girls. So far as the curriculum is concerned, necessary modification will be made in subjects as needle-work, etc., to suit the particular need of different communities.

Urdu in primary schools for girls.

57. There are the same difficulties about the teaching of Urdu in primary schools for girls that there are in primary school for boys, but in the case of girls' schools they are even greater, and I ask the committee to consider carefully whether Urdu could not profitably be left out of the primary curriculum for Muhammadan girls.

Provision for special Islamic subjects.

58. For instruction in the *Koran* and the ritual of Islam similar provision might be made to that which I have suggested in the case of primary schools for boys. Schools should be opened half an hour before the beginning of the first regular period, and during this half an hour Muhammadan girls may be given instruction in the *Koran* and the ritual of Islam by a *maulvi* from one of the local *mosques*.

Secondary education almost non-existant.

59. Secondary education amongst girls has not yet advanced very far, and I do not think very much would be gained by discussing the matter at this stage. If, however, the members of the committee think the matter should be discussed, there is no reason why they should not raise the question.

Scholarships.

60. There are at present available for girls in Bengal the following scholarships :—

Primary scholarships	119
Middle English scholarships	8
Middle vernacular scholarships	13
Junior scholarships	9
Senior scholarships	8

and proposals have been put up to Government for increasing this number very considerably from the Imperial grant. No special scholarships are reserved for Muhammadans, but the Inspectresses of Schools are empowered to deal with the case of Muhammadan scholarship candidates at their own discretion.

J. ANDREW TAYLOR.

CALCUTTA,
The 17th October 1914.

PERSONAL ASSISTANT—

This is a most valuable note and should prove an effective basis for discussion. I shall not attempt at this stage to consider each proposal critically, and it must not be assumed that I endorse each of Mr. Taylor's suggestions. The note should be printed at once and circulated to the members of the committee. It will fall to me in the last resort, in putting the views of the committee before Government, to record my own opinion. In forming this I should take into consideration all the various arguments which have been put forward. If any member of the committee would desire to record anything which he would wish to go before the other members, would he kindly submit his views, if possible in type-written form, to Mr. Taylor, who will arrange for the material being printed and circulated? All such material should be written on one side of the paper only.

W. W. HORNELL.

CALCUTTA,
The 18th October 1914.

B. S. Press—31-10-1914—608X—100—C. W.

Proceedings of the Preliminary Meeting held on September, the 3rd, 1914, of the Muhammadan Education Committee.

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1. The following members were present:—

1. The Hon'ble MR. W. W. HORNELL, Director of Public Instruction, Bengal ... ... *President.*
2. The Hon'ble MR. A. K. GHAZNAVI
3. The Hon'ble NAWAB SAIYID NAWAB ALI CHAUDHURI, KHAN BAHADUR.
4. The Hon'ble MAULVI MAZHARUL ANWAR CHAUDHURI.
5. NAWAB A. F. M. ABDUR RAHMAN.
6. SHAMSUL-ULAMA MAULVI ABU NASR MUHAMMAD WAHEED.
7. KHAN BAHADUR KHUNDKAR FAZL-I-RABBI.
8. KHAN BAHADUR HAJI MIRZA SHUJAAT ALI BEG.
9. KHAN BAHADUR MAULVI AHSANULLAH.
10. KHAN BAHADUR MAULVI MUHAMMAD IBRAHIM.
11. KHAN BAHADUR MAULVI AMINUL ISLAM.
12. Z R. ZAHID SUHRAWARDY, ESQ.
13. A. H. HARLEY, ESQ
14. J. A. TAYLOR, ESQ., Assistant Director of Public Instruction for Muhammadan Education, Bengal ... ... *Secretary.*

2. The President opened the proceedings. He referred to Government Resolution in which the formation of the committee was notified and pointed out that when the committee was first formed certain sums of money from Imperial Grants were at the disposal of the Education Department and this committee was appointed to advise the Director, amongst other things, how such sums as could be devoted to the education of Muhammadans would be best spent. Since that time however war had broken out in Europe and the British Empire had become involved, the Financial Department of the Government of Bengal had therefore considered it necessary to issue orders that new expenditure should not be incurred except for very urgent reasons, until the present international crisis had passed. The work of the committee would now be to prepare well-thought-out schemes for the development of Muhammadan education in all its brances so that we should be able to proceed at once on definite lines as soon as funds became available. The present meeting which was of a preliminary and informal nature had been called so that members of the committee could consider what subjects should be taken up and in what order.

3. Nawab Abdur Rahman thought that sub-committees should be formed to take up certain sections of the work. He thought the most important question which the committee would have to consider was the education of Muhammadan girls. The education of Muhammadan boys had created a new situation. During the past few years the education of Muhammadan boys has been progressing rapidly, but the education of Muhammadan girls had not proceeded at a corresponding rate. It was both necessary and urgent that this matter should receive the attention of Government and he proposed that a sub-committee should be appointed to formulate definite recommendations for submission to Government. He then went on to refer to the letter of the Government of India particularly to that part in which reasons are given for the backwardness of Muhammadans. The Nawab maintained that the most important reason was the poverty of the community. He therefore suggested that a definite amount of money should be set aside from the Provincial Revenues for the giving of special scholarships to Muhammadan boys after they had matriculated to enable them to continue their studies in a University College. Here again he suggested that a sub-committee should be appointed to draw up definite proposals. The Nawab next drew the attention of the President to the fact that Muhammadans had little or no share in the facilities which were provided for technical instruction. If a sub-committee were appointed to consider the question of scholarships it should consider the question of providing special technical and industrial scholarships.

4. The Hon'ble Mr. Ghaznavi said that he agreed with all that the Nawab had said about the backwardness of Muhammadans but could not see the necessity for sub-committees. The committee itself consisted of only 17 members and there was therefore little point in splitting up into sub-committees. Every question should be considered by the whole committee. This proposal of Mr. Ghaznavi was unanimously accepted.

5. The Hon'ble Nawab Saiyid Nawab Ali Chaudhuri suggested that certain questions relating to Muhammadan education should be circulated to the leading Muhammadans and Muhammadan Associations similar to the questions which had been circulated by the Female Education Committee in Eastern Bengal.

6. Mr. Suhrawardy suggested that before the next meeting the Secretary should prepare notes on the various points which would be brought forward and circulate them amongst the members. He also suggested that another member from one of the Madrasahs in West Bengal should be put on the committee. After some discussion the committee agreed to ask the Director of Public Instruction to request Government to add Maulvi Muhammad Musa to the committee.

7. At this point Nawab Abdur Rahman withdrew from the meeting.

8. A long discussion then took place in which the Hon'ble Nawab Saiyid Nawab Ali Chaudhuri, the Hon'ble Maulvi Mazharul Anwar Chaudhuri, the Hon'ble Mr. Ghaznavi, Khan Bahadur Hazi Mirza Shujaat Ali Beg took part as to what subjects should be considered at the next meeting and to what order. It was ultimately decided that the subjects should be discussed in the following order :—

(1) Primary Education.
(2) Secondary Education.
(3) College Education.
(4) Technical Education.
(5) The education of girls.

It was also decided that notes should be prepared by the Secretary showing exactly the position in which the Muhammadans stood with regard to these various branches of education, and if possible put forward suggestions for the improvement of the position of Muhammadans for the consideration of the members of the committee. These notes should be submitted to the President of the Committee who would make such alterations as he thought necessary and circulate them to all members of the committee.

9. The date of the next meeting was fixed for the 12th of December at 11 o'clock, the place of the meeting to be notified later.

J. ANDREW TAYLOR,
Secretary.

CALCUTTA,
The 5th September 1914.

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